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ABSTRACT

Career Education, which emphasizes individual development in all life roles (personal, social, economic), holds unique promise for educating the handicapped. Almost any model of career education is adaptable for use with handicapped children, and blending career education with the academic program of a handicapped child can become a significant aid to mainstreaming. All teachers of the handicapped should then be trained to use and adapt career education techniques and materials in mainstream settings. Nystrom (1977) developed a model for use in educating teachers which delineates the design of instruction in terms of descriptions of (1) the learner: (2) general instructional objectives with specific techniques, media, and support services: (3) evaluation criteria and methods: and (4) specialized support materials and equipment. Project RETOOL at the University of Tennessee, Knoxville, provides continuing education for teacher educators through workshops whose objectives are to inform teacher educators engaged in preparation of teachers of the handicapped about career education for the handicapped, to assist them in providing career education to their students, and to promote exchange of career education information among teacher educators. A summer career education workshop provided Tennessee public school teachers, counselors, and principals with a model for integrating career education into the curriculum. (YLB)

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Career Education:

Implications for Preparing

Teachers of the Handicapped

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ABSTRACT

Career Education: Implications for
Preparing Teachers of the Handicapped

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The ultimate goal of all education for the handicapped is to enable them to become independent, useful, satisfied members of society. Accordingly, handicapped children need special programming in daily living and personal-social skills and occupational guidance. Career education, which emphasizes individual development related to all life roles--personal, social, economic--holds unique promise for educating the handicapped. All teachers of the handicapped should be trained to utilize career education techniques and materials. The University of Tennessee, Knoxville is expanding such training by providing orientation for college/university faculty, and a workshop for public school professionals, from throughout the State.

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Career Education:
Implications for Preparing Teachers of the Handicapped

Lee C. Murphy Trudy W. Banta

Introduction

The purpose of this paper is to explore recent developments in educating the handicapped as they relate to recent developments in career education for all learners. The thesis being developed is that career education has clear implications for the preparation of teachers of the handicapped.

Handicapped children, like all other children in our society, deserve an educational program that will allow them to develop whatever abilities they have. Federal Public Law 94-142 requires that public schools provide free, appropriate education for the handicapped. The legislation encourages placement of handicapped children in regular classrooms for as much of their instruction as they can absorb in that setting. This placement process is called mainstreaming.

Consequently, there is now a trend toward requiring that all teachers have some training to help them facilitate this placement. There is a need to provide inservice training for teachers in the field, as well as preservice training, for the education of the handicapped.

Mainstreaming the handicapped is not an easy assignment because handicapped children usually present teachers with some unique problems. Handicapping conditions generally have a debilitating effect on self-confidence. The resultant lack of self-awareness severely limits the educational progress of the handicapped student. Many handicapped people face great difficulties and frustrations throughout their lives in securing and maintaining satisfying, productive employment. The majority of handicapped persons continue to face adjustment problems in the work environment and in community living unless they receive special programming in daily living skills, personal/social interactions, and occupational awareness.

Brolin and D'Alonzo (1979) point out that "both career education and mainstreaming may be too much for many school personnel to undertake, unless the special educator is available to assure that the curriculum and learning experiences of handicapped students are appropriate." They also recommend "considerable changes in staff development training, both at the inservice and preservice levels." Both teachers

and college students must learn how to infuse career education in their curriculum.

Career Education

Career education, with its emphasis on career development, as well as career preparation, is a concept with unique potential for meeting the needs of handicapped students. Almost any model of career education that has been developed to date is adaptable for use with handicapped children (See Appendix A for the Illinois Model). For the purposes of this paper, career education is defined as a curriculum component designed to help each student: 1) better understand self in relation to the world of work; 2) acquire and use occupational information to make an informed career choice; and 3) prepare for a chosen career before leaving school. Career education embodies two elements: career development and career preparation. Career development is the process of studying one's interests, aptitudes, and values to determine how these may function as strengths or weaknesses in pursuit of various careers. Career preparation involves learning the basic skills of reading, writing, arithmetic, science, social studies, and vocational subjects to obtain preparation for the career chosen in the course of the career development process.

The career development aspect of career education emphasizes self-exploration of one's strengths and abilities. One of the most important things one can do for a handicapped child is to emphasize his or her strengths and abilities. Rusalen and Cohen (1975) point out:

> One of the most exciting aspects of career education for the handicapped student is its potential for preventing later vocational adjustment problems. Through intervening in the early school years when ideas, attitudes, and behaviors are just being formulated, educators can help children to learn the values of work and the realities of vocational development before deterrent behaviors become crystallized. In the vocational development of children (as in so many other development areas) remediation of inappropriate behaviors is far more difficult and far less satisfying for the student than the learning of proper behaviors in the first place. Even in its present evolving state, career education offers exceptional students a unique opportunity to learn it "right" the first time around, thus sparing themselves and their families unnecessary concern and frustration and long term vocational retardation (p. 638).

Traditionally, education has emphasized academic content and intellectual development. Career education broadens the focus of education to include the total development of the individual in all life-roles: personal, social,

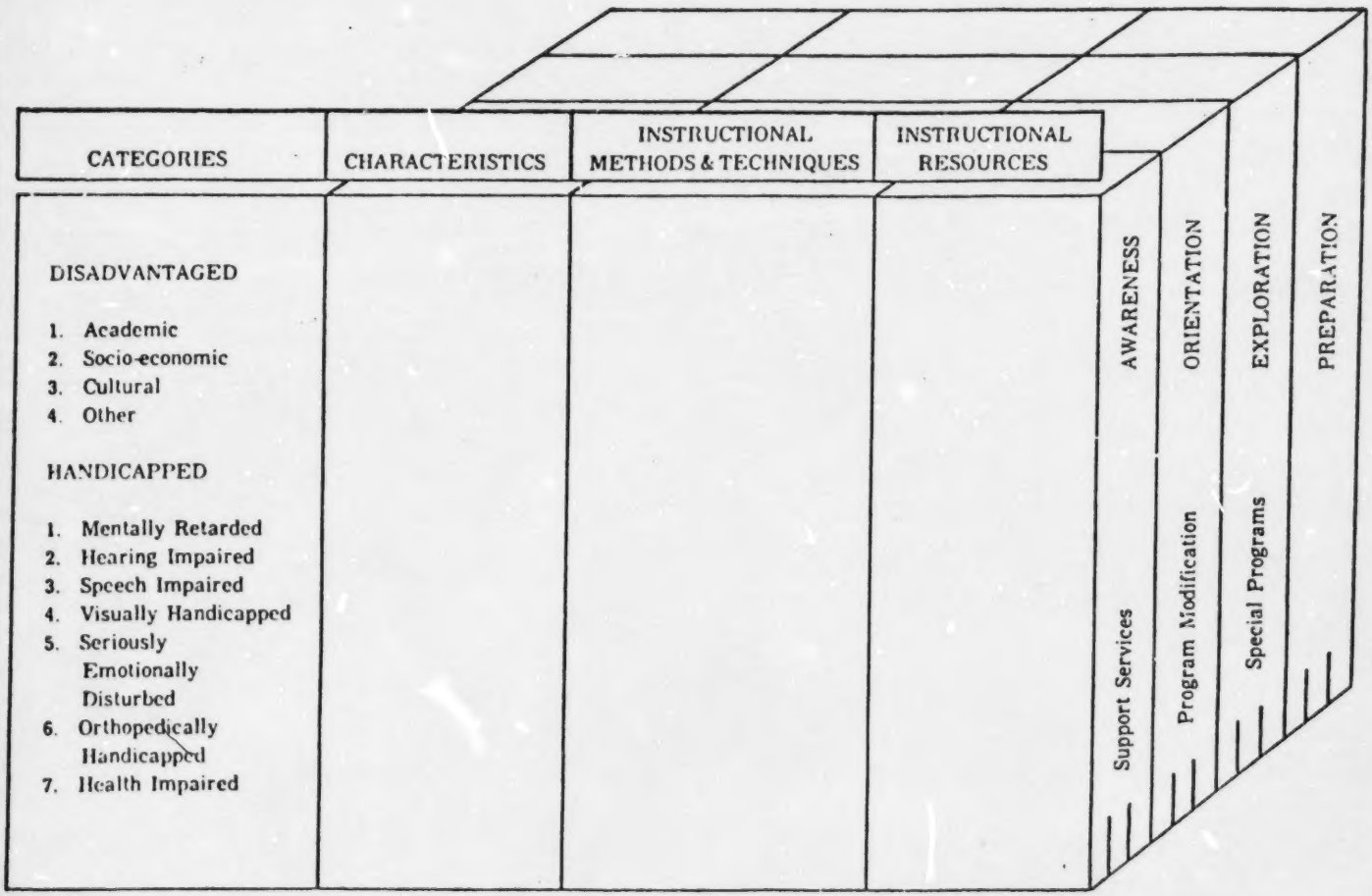
and economic. A school curriculum incorporating career education holds more promise for meeting the needs of the handicapped than does the traditional curriculum.

Career education can be utilized effectively with handicapped as well as non-handicapped students. Blending career education with the academic program of a handicapped child can become a significant aid to mainstreaming. Training regular classroom teachers to mainstream handicapped learners should include an introduction to career education and how it can serve as a vehicle for making career education programs more relevant due to the practical nature of the learning experiences. Special education teachers need preservice preparation on how to adapt general career education concepts to the needs of their handicapped students. Phelps and Lutz (1977) offer the following comparisons for cooperative teaching:

	No Cooperative Involvement	Cooperative Involvement
Teaching Style	Self-contained classrooms; Mass information (lecture); Class and large group activities; Teacher-teacher isolation; One teacher to 30 students	Changeable lab or classroom; Individualized instruction; Student and small groups; Teacher-teacher unity; Differentiated staffing
Learning Style	Peer competition; Class assignments; Teacher domination; Minimum alternatives	Student cooperation; Independent studies; Self-responsibility; Various methods and media
Curriculum	Stable content over time; Divergent movement; "One best way for all"; Fifty-minute periods; Year-long courses	Constant analysis and updating; Convergent movement; Individualized; Flexible scheduling; Open entry/ open exit
Administrative Involvement	Establish "bell curve" grading; Random planning periods; Teacher offices diffused; Bus schedules and luncheon first priority	Encourage individual evaluation; Common planning periods; Common office complex; Student learning and teacher cooperation first priority

A model for college and university educators to use in preparing teachers is that developed by Nystrom (1977). This matrix (see following page) offers suggestions for programming special needs learners into career education.

> The design of instruction for special-needs students must account for the interrelated nature of curriculum, methods, and media. Likewise, instructional design must include consideration of the level at which learning is to take place and the specific nature of the related learning that has gone on before. Therefore, the determination of instructional



SPECIAL VOCATIONAL EDUCATION SERVICES MATRIX

Nystrom (1977) p. 55

method is a very complex process that must be based on the individual learner.

In the matrix, Nystrom delineates the design of instruction in terms of a description of the learner; a description of general instructional objectives with specific techniques, media, and support services; a description of the evaluative criteria to be utilized for each objective and the methods of evaluation that will be designed for each handicapped learner; and a description of specialized support materials and equipment.

Support services as needed for mainstreaming demand individualization and cooperation. It is an approach based on the idea that handicapped children must be provided normalizing kinds of activities and these activities must take place in normal facilities with non-handicapped students. Mainstreaming requires innovative programming. A comprehensive career education program provides many opportunities for involving both handicapped and non-handicapped students in common learning activities. The mainstreaming approach is usually successful for all but severely handicapped learners.

Modified regular programs can be established when there are several students with similar handicapping conditions. Program objectives are altered to meet the specific needs and abilities of learners. General program goals remain the same. "All equipment, instructional media, and teaching methods will be revised to meet the needs of the total target group. Any individualized planning that takes place will be based on specific needs other than the handicapping condition." (Nystrom, 1977)

Special programs have to be designed for the severely handicapped because they often cannot accomplish traditional program objectives. Special programs such as sheltered workshops need to be fully utilized with this population. In many cases, the learning appears to be insignificant but this learning represents important steps on the part of the learner toward self-respect and personal accomplishment. These steps are important to the well-being of the individual and consequently to the well-being of society in general.

Informing Teacher Educators of the Implications

Since 1976 faculty in the Department of Special Education and Rehabilitation at the University of Tennessee, Knoxville (UTK) have recognized the need to train teachers to utilize career education in mainstream settings. Three faculty members from this Department have served on the College-Wide Career Education Committee and have developed an instructional module entitled "Career Education for the Handicapped" to provide preservice

and inservice training for teachers, counselors, and principals (Murphy, 1978).

Early in 1978, the UTK Department of Special Education took advantage of another opportunity to further the use of career education in special education in Tennessee. "Project RETOOL" was designed by the Bureau of Education for the Handicapped (HEW/USOE) to provide continuing education for faculty members of teacher preparation institutions. Career education for the handicapped was the focus of a RETOOL effort in Tennessee. A proposal for such a program was submitted to the University of Alabama, prime contractor for RETOOL, and a small grant was awarded to the Department of Special Education in the spring of 1978.

Objectives for Project RETOOL

The objectives specified for Tennessee's Project RETOOL were similar to those identified for some of the other RETOOL projects in other parts of the country, notably the Midwest RETOOL Consortium located in the states of Kansas, Nebraska, Missouri, and Oklahoma. The objectives for the Tennessee project were:

- To provide information about career education for the handicapped to teacher educators throughout the State who were engaged in the preparation of teachers of the handicapped.
- To assist these teacher educators in providing career education for their students (i.e., for both preservice and inservice professionals).
- To promote among the teacher educators the exchange of information about career education for the handicapped.

The Special Education staff at UTK provided its RETOOL program in four one-day workshops, each held in a setting that would be easily accessible to teacher educators from a number of institutions. The first workshop was held in April 1978 in Chattanooga on the campus of the University of Tennessee, Chattanooga. The second was held two weeks later in Memphis, near Memphis State University. The final workshops were conducted in May, one in Nashville at the University of Tennessee, Nashville; and the last one in Johnson City, at East Tennessee State University. Each of Tennessee's 35 teacher preparation institutions received an invitation to send one or more faculty members to the workshop of their choice, and a total of 20 schools actually sent representatives.

Content of Project RETOOL

Three UTK professors, two from the Department of Special Education and one from the Bureau of Educational Research and Service (BERS), presented

materials at each of the four workshops. The BERS representative is a career education specialist and provided a general introduction to the concept, including:

- background and rationale for career education;
- definition(s);
- goals and objectives, scope and sequence of content, and;
- strategies for infusing career education into the K - 12 curriculum.

Implications were drawn for the preparation of teachers.

Following the general introduction to career education, one of the Special Education professors provided specific illustrations of the use of career education in programs for the handicapped. Some of the topics were:

- implications of PL 94-142 for career education;
- career education specifications in the IEP (individualized educational program);
- assessment (as applied to the IEP) as a career guidance tool;
- career education techniques useful in mainstreaming: ideas for the resource teacher and for the regular classroom teacher;
- the importance of teaching leisure skills to handicapped students;
- effective utilization of community resources in career education programs;
- funding sources;
- stereotyping by race, sex, and handicapping condition in career education materials; and
- national directions in career education for the handicapped.

Participants in the four RETOOL Workshops were given bibliographies, materials from Brolin's Project PRICE (Programming Retarded in Career Education, 1976) and materials from the Midwest RETOOL Consortium (1978). Reference was also made to publications of the Council for Exceptional Children (1970, 1974) and to papers by Appell (1977), Bailey (1976), Clark (1978), Gysbers (1974), Hoyt (1977), and Jackson and Peterson (1973).

The second member of the Department of Special Education workshop team led participants in a discussion of "next steps" for career education for the handicapped in Tennessee. This was followed by administration of a brief evaluation instrument which was used as a guide for modification of content for the subsequent workshops.

Participant Reaction to Project RETOOL

The teacher educators who attended the four RETOOL workshops were very receptive to the idea of including career education in preservice and inservice preparation for teachers of the handicapped. They observed that the multidisciplinary team provided for handicapped students under PL 94-142 might make career education the central focus of the individualized educational program developed for each handicapped child. This is particularly appropriate in Tennessee since State Department of Education guidelines for IEP's specify that attention be given to such career-related concerns as 'social adaptation', 'prevocational and vocational skills', and 'self-help skills'.

Participants felt that developing career education plans for handicapped students while functioning as M-Team members would assist regular classroom teachers to provide more effective career education programs for all students.

RETOOL Workshop participants suggested that Tennessee's Special Education Comprehensive Manpower Consortium develop lines of communication with the State's Director of Career Education to insure that appropriate provisions for handicapped children would be included in Tennessee's State Plan for Career Education.

Follow-up to Project RETOOL

In order to promote the exchange of information among workshop participants concerning career education techniques, materials, and directions, the RETOOL staff initiated a newsletter. The newsletter, which was mailed to all participants, contained

- references to current commercial and non-commercial career education materials;
- information about significant workshop-related activities or accomplishments of participants; and
- descriptions of pertinent national and regional events such as conferences and passage of legislation.

During the RETOOL workshops the college/university faculty members in attendance received an invitation, which some accepted, to observe a summer Career Education Workshop incorporating a component designed to help teachers provide career education for exceptional children. Seven UTK professors (all members of the College-Wide Career Education Committee) representing five departments conducted three weeks of training in career education for teams of teachers, counselors, and principals from schools

throughout Tennessee. At the end of the training period, each team was required to submit a plan for infusing career education into the curriculum for all students--handicapped and non-handicapped--at its home school. The federally funded Summer workshop provided a model for integrating career education into the curriculum.

One of the most significant reviews of research in career education has recently been prepared for ERIC by Dr. Edwin Herr (1977) of the Pennsylvania State University. Two of Herr's conclusions point to a need for consideration of career education by special education faculty in teacher preparation institutions.

- There is little evidence available of career education efforts being specifically tailored to the needs of special populations (the physically or mentally handicapped, women, ethnic groups, or racial minorities).

- There is very little preservice preparation of teachers or other personnel in career education.

Career education has a unique and practical contribution to make to the education of handicapped children. Both special educators, and regular teachers involved in mainstreaming the handicapped, need to recognize the potential of this union. Through Project RETOOL and the special education component of the Career Education Workshop, UTK's Department of Special Education is attempting to provide opportunities for this recognition to take place.

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Appendix A

Awareness Stage: Grades K - 3

Becomes aware of self characteristics

Becomes aware of different types of work roles

Shows awareness of responsibility for own behavior

Knows how to organize information for learning and action

Learns cooperative social behavior

Shows interest in learning about work

Accommodation Stage: Grades 4 - 6

Develops greater self knowledge

Develops concepts about the world of work

Displays increased responsibility for own behavior

Learns how to gather information and make decisions

Shows awareness of the nature of group membership

Accepts differences in work attitudes and values

Orientation Stage: Grades 7 and 8

Clarifies occupational self-concept

Surveys the structure and interrelatedness of the American economic system

Recognizes responsibility for own career planning

Practices information-seeking and decision-making methods

Participates in simulated, group work activities

Appreciates the role of work in meeting social and individual needs

Exploration and Preparation Stage: Grades 9 - 12

Crystallizes and implements occupational self-concept

Executes plans to qualify for post-secondary career objectives

Displays commitment to implementation of a career plan

Demonstrates competency in decision-making skills and strategies

Demonstrates effective interpersonal skills in relation to work

Demonstrates effective work habits

This outline of goal statements was developed by the Illinois Office of Education: A Teacher's Handbook on Career Development for Students with Special Needs (1977).

There is a definite need for a full range or continuum of services for children who are handicapped. Gearheart (1976) presented the concept of "mainstreaming" as that of maximum integration of the handicapped into the regular class, coupled with concrete assistance for the non-special education teacher. The role of many special educators may be that of a helping or assisting teacher - one who works cooperatively by sharing unique skills and competencies with general educators who also have a great deaf to contribute to the education of the handicapped.

To be effective, the continuum must be flexible. The following variables should be considered when determining the best placement and program for a particular student:

- chronological age
- type and degree of impairment
- age at onset
- level of achievement
- measured intellectual ability
- social maturity
- speech and language
- wishes of students and their parents
- availability of services

Each child must be considered individually and both general and special education personnel must share their unique skills, competencies, insights, and attitudes. Obviously, without extensive cooperative planning and sharing among teachers, including the use of career education techniques, mainstreaming probably will not become a significant reality (Gearheart, 1976), p. 28.